

John Yehall Chin Elementary School

350 Broadway, San Francisco, CA 94133 (415) 291-7946

Mr. Samuel Louie, Principal

U.S.D.

1998-99 School Accountability Report Card

Fall, 1998

School Description

Named after a long time educator and community leader, the John Yehall Chin Elementary School serves Kindergarten through fifth grade students. We have English Only classes for English speaking and English Language Learner (ELL) students and have English Plus classes for Limited English Speaking Cantonese students. The school has plans for a GATE (Gifted and Talented Education) program for the gifted and high potential students. It also has Special Education classes for those students requiring special help.

A strong emphasis is placed on mastering the basic skills -- reading, writing and mathematics. Our instructional program uses the practical approach; students apply learned skills in their daily activities. We have a multidiscipline curriculum, integrating science, social studies, art and music with the core academic subjects.

Our goal is to integrate the technology with textbooks. All classrooms have Macintosh computers, for use by the students and teacher throughout the day. Our entire school has been wired for the Internet and e-mail. Since all computers are on a network, we are able to communicate with each other throughout the school, as well as with the world.

District Mission and Goals

The mission of the San Francisco Unified School District is to provide each student with an equal opportunity to succeed by promoting intellectual growth, creativity, self discipline, cultural and linguistic sensitivity, democratic responsibility, economic competence and physical and mental health so that each student can achieve to his or her maximum ability.

To achieve this mission, the Board of Education has adopted the following goals: 1) To improve teaching and learning to enhance the academic achievement of all students; 2) To improve staff, parent and community participation in the educational process; 3) To maintain school environments that are safe, secure and attractive; 4) To build a school environment that is fully integrated in all its programs and activities and provides equal opportunity for all students; 5) To improve and expand the Early Childhood Education Program and integrate it into the K-12 Program; and 6) To increase and expand inter-agency collaboration to better serve our students.

School Priorities

For each goal there is a number of measurable objectives. Every school has developed a school site plan to achieve each objective and identified their individual school priorities: 1) Improve the academic achievement of all students in Reading and Language Arts, especially the achievement levels of African American, Latino and ELL students. 2) To develop student, staff, parent and community participation in the educational process. 3) To build a school climate that recognizes the cultural diversity of the school population and promotes self-esteem with equal access for all students.

Philosophical Tenets

In order to achieve these objectives, the Board has adopted the following set of philosophical tenets:

- * All individuals should learn to live and work in a world that is characterized by interdependence and cultural diversity.
- * All individuals want to learn and to be recognized for their achievements.
- * Learning is an interactive process that occurs when students understand and are able to communicate new concepts through carefully crafted and guided challenging experiences defined by clear learning goals and rigorous performance standards.
- * All individuals are entitled to be treated with respect and dignity.
- * All individuals can learn.
- * All individuals learn in many different ways and at varying rates.
- * Each individual learns best in a particular way.
- * All individuals are both potential learners and potential teachers.
- * Learning has both cognitive and affective dimensions.
- * Teachers, administrators and staff are partners with students in the learning process. If students fail, all partners should accept full responsibility for this failure and take action to ensure success.
- * Parents want their children to attain their fullest potential as learners and to succeed academically.

Grade Span:	K-5	Student Enrollment:	235	LEP/NEP ¹ :	72.8%
Building (sq.ft.):	23,100	Average Daily Attendance:	99.4	EDY ² :	15.3%
Year of Construction:	1914/1935	Optional Enrollment Requests:	38.3%	% of Points Met ³ :	67.33%
Children Center/Childcare:	No	Title I/State Pre-K Program:	No	Student Uniforms:	Yes

Counseling and Student Support Services

District general funds are not available for counseling services at the elementary school level. However, some schools have added support staff funded through special programs, projects, or grant awards. At John Yehall Chin, we feel that counseling and student support services are vital components of our educational program. Our staff is committed to seek and provide student counseling and student support services as needed. We will work together with the parents and agencies to provide the necessary services.

Student Attendance and Dropout Rate

Dropout rate 1995-96 = 0% 1996-97 = 0% 1997-98 = 0%

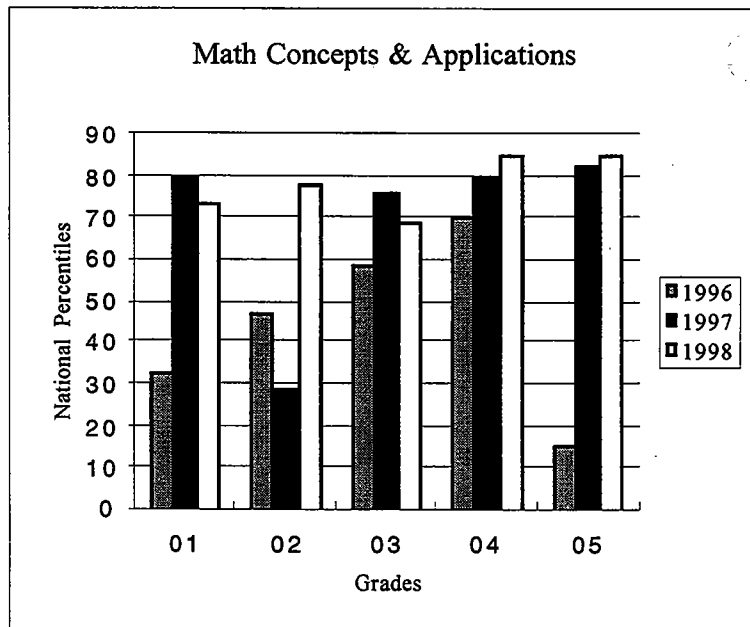
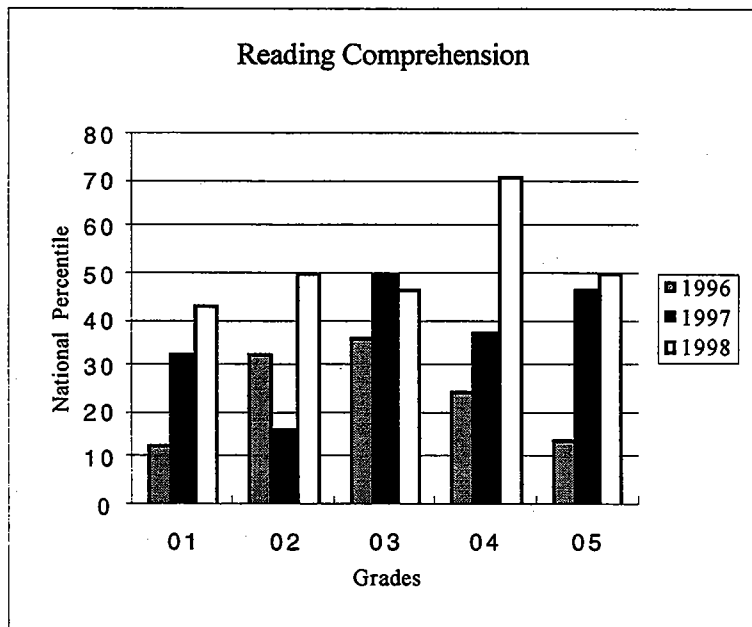
The District's K-5 average attendance for 1997-98 was 99.8% and the dropout rate was 1.7%. At Chin ES, attendance for the year was 99.4%, excused absences were 4.6%, unexcused absences were .6%, and the dropout rate was 0%. An important District objective is to further reduce dropout rates. Dropouts are defined as students who are absent without reason for 45 days or more. It is our policy to check with parents regarding all student absences. We promote good attendance and a low dropout rate.

Student Achievement

CTBS (Spring 1996 - Spring 1998)

District K-5 Average National Percentiles			
	1996	1997	1998
Reading	38	42	46
Math	48	53	58

Portions of the Comprehensive Tests of Basic Skills (CTBS) are used by this District to measure individual student progress and proficiency standards.



Ethnic Diversity

Ethnic Representation (Percents)

	AA%	AI%	C%	F%	J%	K%	L%	ONW%	OW%
235 Students	3.8	0.0	51.9	4.7	0.4	0.0	8.5	23.8	6.8
13 Certificated	7.7	0.0	53.8	0.0	0.0	0.0	0.0	15.4	23.1
3 Classified	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0
7 Paraprofessional	0.0	0.0	28.6	14.3	0.0	0.0	0.0	0.0	57.1

Teacher Evaluation

Administrators, probationary and long term substitute teachers, and all classified personnel are evaluated by their supervisors every year. Tenured teachers are evaluated every two years. The evaluation processes are determined through contractual agreements with the United Administrators of San Francisco, the United Educators of San Francisco, and the Civil Service Commission of the City and County of San Francisco.

Student Behavior

	1995-96	1996-97	1997-98
School Suspension rates:	0%	0%	0%
District Expulsion rates:	.18%	.14%	.09%

In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year at Chin ES, no student was suspended for violations of those regulations. The following program(s) have been included in the School Site Plan to achieve the District's objective to reduce the number of suspensions: establishment of a weekly "Winner's Circle" program, a "Student of the Week" program, "Good Citizen Tickets" program, etc. At our school, students are recognized for positive achievement and/or behavior.

Teacher Assignment

Out of 4,498 certificated staff in the District, 73 are on waivers. At John Yehall Chin Elementary School, all teachers are credentialed to teach in their credential areas. Many of our teachers have specialized training. Some of our teachers also hold advanced degrees.

Class Size

Grade	Contract Ratios	Contract Goals	District Averages	School Averages			Minutes Per Year*
				1996	1997	1998	
K	**	28	18.88	20.0	19.5	19.5	43,200
1	**	24	19.30	17.7	19.0	20.0	50,400
2	**	24	18.92	16.5	19.7	18.0	50,400
3	**	25	20.79	14.0	25.0	29.0	50,400
4	32.2	30	25.54	23.5	0.0	30.5	54,000
5	32.2	30	26.65	0.0	22.5		54,000

* All schools offer and often exceed the minimum required number of instructional minutes per year. All instructional minutes meet or exceed the state minimum requirement for instructional minutes.
 ** Grade K-3 class size goal of 20 determined by the District's participation in the State's Primary Grade Class-size Reduction Program.

Teacher/Staff Professional Development, and Curriculum Improvement

Number of Staff Development Days: 1996-97 = 8 1997-98 = 8 1998-99 = 8

Professional development is a part of every school site plan and a major component of instructional support departments. The district's professional development program provides opportunities for teachers to implement the district's core curriculum for all students, update content area expertise, use data to plan instructional improvement strategies, and acquire new instructional strategies. Leadership development across content areas is facilitated centrally, and multiple professional development institutes engage educators and parents in instructional leadership development.

Our staff attends and participates in all District Staff Development Days to improve our Mathematics and Language Arts curriculum. Some of our teachers serve as instructors at these District workshops. In addition, we have many on-site workshops on various topics, such as use of the computers in the classroom, curriculum improvement, teaching strategies, etc.

Quality of School Instruction and Leadership

Because our school is small, we are able to give our students more personalized attention. Instruction is in small groups or individualized, geared to the student's needs. We encourage hands-on activities and the use of manipulatives to foster better understanding. Emphasis is placed on understanding and comprehension rather than on rote memory.

We are here for the children. We promote self-esteem. We encourage our students to explore and extend their learning. We want our students to appreciate their cultural heritage and the cultural heritage of other peoples. We are developing caring and responsible citizens.

Average Salaries, Budget Percentages & Expenditure per Student

1996-97 SALARY COMPARISON		
	* STATE	SFUSD
Beginning Teacher Salary	\$28,707	\$29,448
Mid-range Teacher Salary	\$44,725	\$42,379
Highest Teacher Salary	\$53,449	\$52,080
Principal's Average Salary	\$71,817	**\$66,556
Superintendent's Salary	\$122,416	\$142,800
Expenditure per Student	-	**\$4,249
% of Budget for Teacher Salaries	43.33%	42.35%
% of Budget for Administrators	4.88%	4.41%

* Districts over 20,000 ADA
 ** Elementary Schools Only

Substitute Teachers

During the 1997-98 school year, the Chin ES teacher attendance rate was 97%. Our classes are always covered by a credentialed teacher. When a teacher is absent, a substitute teacher or other credentialed staff is assigned to cover that class.

Textbooks and Instructional Materials

The review, selection, and purchase of textbooks and instructional materials are carried out in conjunction with the California eight-year curriculum improvement cycle and District priorities. In 1997-98, there were district-wide adoptions of K-8 English Language Arts, K-5 Spanish Language Arts, 9-12 Spanish, economics, biology, biotechnology and physics instructional materials. Content and performance standards for English Language Arts, mathematics, and science are being implemented.

We constantly add books to our library collection in order to meet the needs and interests of our students. We have books in Chinese as well as other languages in our library. Funds are also available for purchase of supplemental instructional materials for use in the classrooms. Our resource room also has a collection of instructional materials for teacher use.

School Facilities and Safety

Current Conditions

John Yehall Chin was recently remodeled, converting it back into an elementary school. A new school library, new bathrooms and new offices were added. New furniture was purchased throughout the school. Improvements to the school yard include installation of basketball and a volleyball courts. A new stage and sound system has also been installed.

Planned Improvements

Computers are in all classrooms. These computers are being networked for the Internet and e-mail. Additional improvements in the electrical system will provide us with additional outlets for our computers and other equipment. Improvements to our school yard include the painting of murals by our students.

Needed Improvements

Classrooms and hallways need to be repainted. The windows need to be replaced. New window shades need to be installed in all classroom. The school yard needs to be repaved. Improvements to the heating and ventilation system needs to be done.

Parent Involvement

Parent and community involvement is a major component of our school plan. All parents are urged to take an active role in our school activities. Parents are always welcome to visit the school. We urge parents to volunteer and become a part of our school family. Membership in our Parents Teachers Club is strongly encouraged.

We have a major parent and community volunteer program. Last year one of our parents was honored by the S.F. School Volunteers as one of the "Super Volunteers of the Year." Our school volunteer program was also recognized as one of the three best programs in the City.

For further information about our school or if you have questions about this document, please feel free to call us.

Si necesita información sobre nuestra escuela o si tiene alguna pregunta sobre este prospecto, llámenos.

Nếu muốn biết thêm chi tiết về trường học hoặc về tập tài liệu này, xin quý vị gọi điện thoại cho chúng tôi.

Kung kailangan ang karagdagang impormasyon tungkol sa ating paaralan O gustong magtanong tungkol sa mga kailangang dokumento, maaari kayon tumawag sa amin.

Если у Вас есть вопросы, или нужна дополнительная информация, пожалуйста позвоните по телефону.

如果你們需要任何有關學校的資料或有任何關於此文件的問題，請打電話與我們聯絡。

San Francisco Unified School District

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